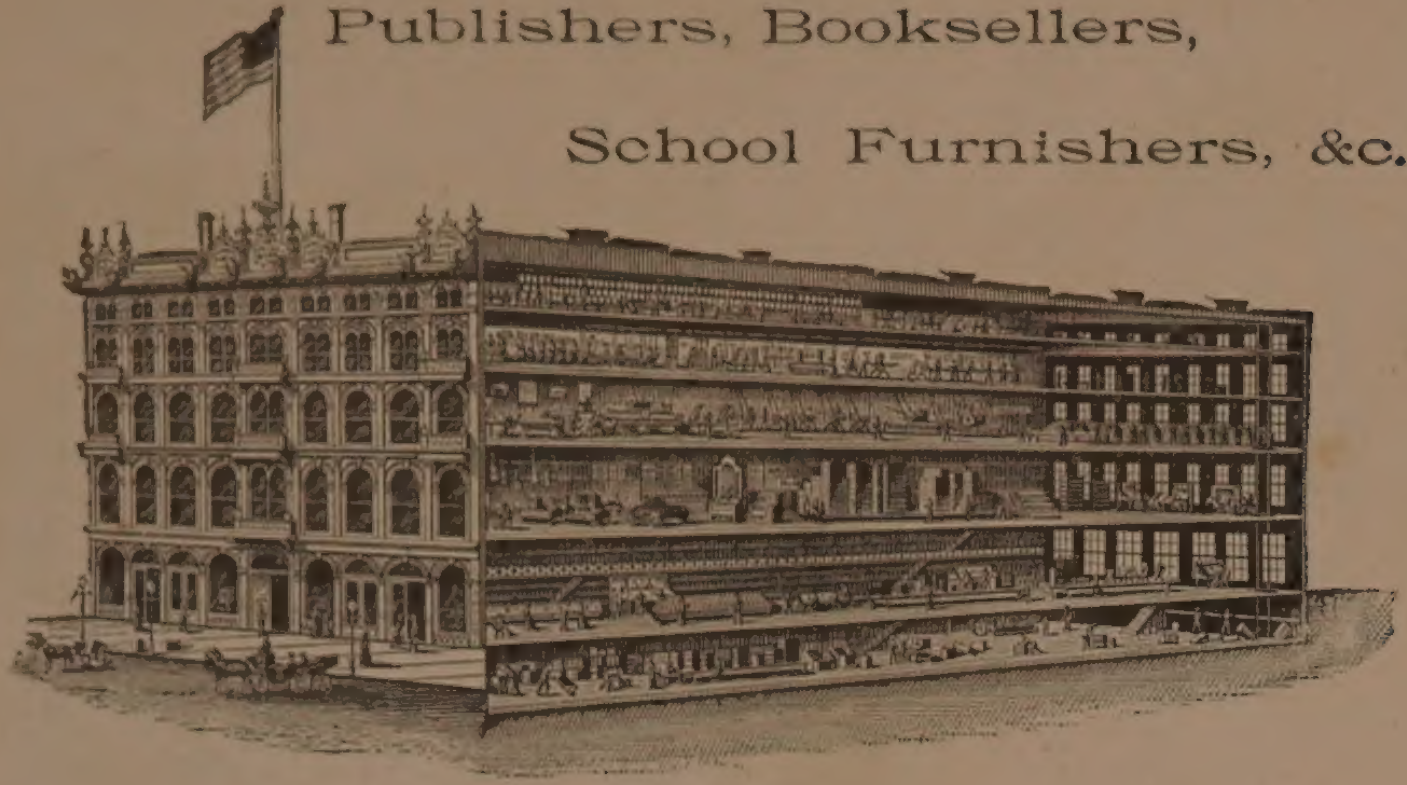
PRIMER
OF
MORALS.

W. R. LEVERSON.

A. L. BANCROFT & CO.,

Publishers, Booksellers,

School Furnishers, &c.



721 Market Street, San Francisco, Cal.

NEW PUBLICATION. A BOOK FOR TEACHERS.

SWETT'S SCHOOL ELOCUTION

By JOHN SWETT.

Principal of San Francisco High and Normal School; ex-State Supt. of Public Instruction, State of California; Author of "Method of Teaching;" and a co-Editor of BANCROFT'S READERS.

A Manual of Vocal Training for Use in High Schools, Normal Schools and Academies.

We call the special attention of High School Teachers and Private Teachers to this *fresh, original and practical book.* All other teachers who desire to study the best modern methods of training in reading and elocution are invited to examine it.

STRIKING FEATURES.

The salient points of this book are:

1st.—It can be used by teachers not specialists in elocution.

2d.—It is simple, clear and concise.

3d.—The drill exercises are numerous, original and useful.

4th.—The selections for declamations and select readings are of the highest order of literary and elocutionary merit.

5th.—It is kept within the comprehension of average high school pupils.

6th.—It is a solid, practical book, without hobbies or eccentricities.

EXCHANGE PRICE, - $ .75 WHOLESALE PRICE, - $1.10
INTRODUCTION PRICE, 1.10 RETAIL PRICE, - 1.50

NOTE TO TEACHERS.—We will mail single copies of this book to teachers for examination for $1.00. If not satisfactory, the book may be returned and the money will be refunded.

A. L. BANCROFT & CO., PUBLISHERS,

SAN FRANCISCO, CAL.

PRIMER OF MORALS.

FOR USE IN

SCHOOLS AND FAMILIES.

BY

MONTAGUE R. LEVERSON, DR. PH., M. A.,

AUTHOR OF "COPYRIGHT AND PATENTS, OR PROPERTY IN THOUGHT," "THE RATIONAL SYSTEM OF LEGAL PROCEDURE," "COMMON SENSE, OR FIRST STEPS IN POLITICAL ECONOMY," "THE AMERICAN SYSTEM OF EDUCATION," "NATIONAL SCHOOLS," ETC.

ALMA COLLEGE
170.21
LIBRARY
L577
Alma, California

SAN FRANCISCO:
A. L. BANCROFT & COMPANY.
1885.

7831

Entered according to Act of Congress, in the year 1885, by
MONTAGUE R. LEVERSON,
in the office of the Librarian of Congress, at Washington.

PREFACE.

In "Common Sense, or First Steps in Political Economy," the author evolved the virtues of industry, skill, economy, honesty, and general trustworthiness, from an objective examination of man in society, and proved them essential to human well-being and the happiness of the individual. On this basis of moral science was established the structure of political economy which he presented in that work in a form adapted to the understanding of the young.

That political, or, as it is better termed, social, economy should be not merely connected with but actually founded upon moral science, will no doubt surprise those who have studied economic science only from the text-books ordinarily used in our colleges, or from the elaborate works of the masters of the science.

Mr. William Ellis was the first to show the intimate dependence of economic upon moral science, and he relieved the former from the character of "the dismal science," which had been

imposed upon it by writers of influence who had failed to understand it. So far from being a dismal science, in the hands of Mr. William Ellis and of his disciples children of even less than ten years became interested in its study.

A want universally felt by educators, as existing in our American school system, has been a means of imparting moral instruction to its pupils. The moral science, which forms the real basis of economic science, seems to the author to be calculated to supply this want, and he has prepared the Primer of Morals as a text-book for the teaching of morals to the young.

It is believed that there is not any book in existence which attempts to supply the vacancy in our system everywhere recognized to exist, consequently this Primer has no competitor to displace, no jealous rivalry to overcome; supplying a universally felt want, its utility he hopes will be as extensive as the Union.

Its use in the lower grades of grammar schools should be exclusively as a teachers' manual. Its lessons should be imparted by the Socratic method of teaching, and, to aid the teacher in this task, an unusually large number of questions have been placed at the end of each chapter. The earnest teacher will not content himself with these, but will frame many more; for, "line upon line, precept upon precept, here a little and there

a little," all teaching, and that of morals in particular, must be impressed upon the young from innumerable points of view, and illustrated with reiterated instances.

In all except the lower grades, the Primer can, it is believed, be profitably placed in the hands of the children for study. This belief is founded on the fact that, to the author's knowledge, many children of eleven years of age and upwards have voluntarily taken up and studied "Common Sense, or First Steps in Political Economy." The Primer is believed to be both easier to be understood, and more attractive in many respects, than is that work.

That it may prove useful, and tend to advance the progress and happiness of his fellow-citizens, is the desire of

THE AUTHOR.

CONTENTS.

CHAPTER I.

PAGE

COMFORTS SURROUNDING CHILDREN IN THE UNITED STATES—HOW PROCURED—HISTORY OF A STOCKING—IDEA AND NAME OF WEALTH—IMPORTANCE OF THE CORRECT USE OF WORDS TO EXPRESS IDEAS, - - - - - - - - - - 9

REVIEW QUESTIONS, - - - - - - - - 15

CHAPTER II.

SOME NECESSARIES NOT PRODUCED BY LABOR AND NOT INCLUDED IN THE TERM "WEALTH"—EARTH, AIR, WATER, WHEN THEY ARE NOT AND WHEN THEY ARE WEALTH—PRODUCTION, WHAT IT IS—LABOR CREATES NOTHING—IT CHANGES THE POSITION OF MATTER—WE LIVE ON THE PRODUCTS OF PAST LABOR—IDEAS OF ECONOMY, SKILL, AND KNOWLEDGE EVOLVED, AND NAMES GIVEN, - - - - 17

REVIEW QUESTIONS, - - - - - - - - 30

CHAPTER III.

DIVISION OF LABOR—INCREASED EFFICIENCY RESULTING FROM—CO-OPERATION—HOUSEHOLD LABORS—TRAINING OF THE YOUNG—SPECIAL FITNESS OF WOMEN FOR CERTAIN LABORS, - - - - - 33

REVIEW QUESTIONS, - - - - - - - - 39

CHAPTER IV.

PAGE

INTERCHANGE—NECESSITY OF CONSIDERING AND SATISFYING THE WANTS OF OTHERS, - - - - - 41

REVIEW QUESTIONS, - - - - - - - - - 44

CHAPTER V.

PROTECTION TO LIFE AND PROPERTY—HONESTY—SMALL EFFICIENCY OF GOVERNMENTS—CONSCIENCE THE MOST EFFICIENT POLICE—EFFECTS OF DISHONESTY—DEMORALIZING INFLUENCE OF SUCCESSFUL DISHONESTY, - - - - - - - - - - 45

REVIEW QUESTIONS, - - - - - - - - - 52

CHAPTER VI.

THE YOUNG NOT POSSESSED OF WEALTH—THEIR WANTS SUPPLIED—SALE AND PURCHASE OF LABOR—SELLERS OF LABOR AND NOT THE WEALTH POSSESSORS HAVE THE ENJOYMENT OF THE PORTION OF THE LATTER'S WEALTH EMPLOYED IN PRODUCTION—WAGES—CAPITAL—INTEREST—AVERAGE WAGES DETERMINED BY PRODUCTIVENESS—INDIVIDUAL WAGES; HOW DETERMINED, - - - - - - 55

REVIEW QUESTIONS, - - - - - - - - - 70

CHAPTER VII.

PROFIT—ITS UNCERTAINTY—ANALYSIS OF PROFIT—RATES, HOW DETERMINED, - - - - - 72

REVIEW QUESTIONS, - - - - - - - 78

CONCLUSION, - - - - - - - - - - - 79

REVIEW QUESTIONS, - - - - - - - - - 83

PRIMER OF MORALS.

CHAPTER I.

COMFORTS SURROUNDING CHILDREN IN THE UNITED STATES —HOW PROCURED—HISTORY OF A STOCKING—IDEA AND NAME OF WEALTH—IMPORTANCE OF THE CORRECT USE OF WORDS TO EXPRESS IDEAS.

1. *The Comforts of Children in the United States.*—The children of this favored land rise every morning from a comfortable bed to find ready to their hands clothes to put on, soap, towel, water (often brought from a great distance), combs, and brushes, all for their comfort and cleanliness.

Having washed and dressed, they help, if old enough and in good health, in kindling the fires and sweeping and cleaning the rooms and furniture; they brush their

boots and shoes, and help to make ready the breakfast for the family.

Having breakfasted, they gather their books together and go to school. There they find a school-room, generally well warmed, supplied with fresh, pure air, and fitted with desks, maps, charts, slates, and many other things to add to their comfort, or to help them in gaining knowledge, while a kind and earnest teacher is waiting to help them in the hard places, and make their lessons plain and easy.

The school session over, the children return home to a loving father and mother, who are happy when their children are happy, and are always ready to try to save them from trouble or harm.

At home they again find food ready for them, and after learning a few easy lessons for the morrow, and spending some time in playing with dolls, or balls, bats, tops, or skates, they bathe in a tub of water, hot or cold, as may be best for their health and cleanliness, and go to bed without any fear lest any one of the comforts enjoyed to-day should be wanting to them on the morrow.

2. Children have become so used to all these comforts and enjoyments, that they do not think how much time has been spent, and how much *labor* done, not only by their parents, but by many other persons also, in order to get these things for them, and they give little thought to the difficulties which had to be overcome to bring many of the things they use from different parts of the world.

3. Let us take up one of the articles in common use among children, say a pair of woolen stockings, and trace its history from its beginning until it is brought to them for use. Let us also see what kind of men and women they must be by whom the stocking is produced and supplied to the children.

4. *History of a Stocking.*—The wool of which the stocking is woven was grown on sheep, raised with much care and labor, perhaps in Ohio or Iowa, Texas, New Mexico, Colorado, or California, or possibly in Australia or the Cape of Good Hope. Sheared in due season, it has been transported in cars drawn by locomotives,

or carried in ships (the building of all of which had occupied many men for many months) to the ports of New York, Boston, or Liverpool; where depots, piers, docks, and warehouses have been laboriously constructed for the reception of the cars and ships, and for the storage of the wool until the manufacturer is ready to use it.

5. To the manufacturer the wool is carried over a road which crosses broad and deep rivers, spans valleys, bores through mountains, and cost in building the labor of many times more men for many times more months than did the building of the ship.

6. Having now reached the factory, the changes the wool has to undergo to fit it as a covering for the feet may be said to commence.

7. First it is picked and cleaned, then carded in a machine which has been produced by great labor on the part of many laborers, driven by an engine, also *the product of much labor and skill*, while fuel has been dug out of the earth or cut down from forests, and laboriously transported to the

engine, in order that this latter may drive the carding machine.

8. The wool is then spun on a spinning machine, driven by an engine which is fed by fuel, *all the products of great labor and skill.*

9. The wool is now converted into a thread, to which the name of "yarn" is given, and this yarn is next dyed, and then woven on a loom or knitted into a stocking.

10. The stocking is now transported to the warehouse of the wholesale dealer, and by him distributed over the country among the storekeepers, so that they may have at hand a supply to meet the demand of the parents of the children by whom the stockings are to be worn.

11. In a like manner may be traced the history of all other articles of clothing: pants, shirts, drawers, dresses, jackets, boots, shoes, and hats.

12. So, too, all articles of food—milk, bread, meat, tea, coffee, sugar, spices, and condiments—may in a like manner be traced from the commencement of the

labor of their production until they appear upon the table.

13. *Products of Labor.*—It will be seen that none of them can be produced *except by the expenditure of great amounts of labor.*

Houses for shelter, school-houses as places of instruction, factories for the manufacture of tools, machinery, clothing, and furniture, granaries and warehouses for storage, roads and railroads, canals, cars, and ships, for the distribution of commodities among manufacturers, traders, and consumers, as well as the stores in which they are kept until needed to be eaten, worn, or used, all cost great labor for their construction and maintenance.

All these things above enumerated, and many besides, which we call the necessaries and comforts of life, are produced by labor, and can only be so produced.

14. *Wealth.*—We have now acquired an important thought; viz., that the necessaries and comforts of life are produced by labor, and to the things thus produced the name of "wealth" has been given.

15. It is essential to the right understanding of any subject that the learner should have a clear and definite idea of the meaning of the language employed in its discussion.

16. This necessity is nowhere greater than in the study of the conditions of human well-being; let it therefore be remembered, that by the term "wealth" is meant the necessaries and comforts of life produced by labor, and that to the things included in the expression "the necessaries and comforts of life produced by labor," the name "wealth," and no other, will be applied.

17. We shall find by and by that wealth exists under different conditions, or is applied to various uses; we shall hereafter analyze wealth, *i.e.*, divide it into its component parts; and we shall give a special name to any portion of wealth of which we may need to speak, without including any other.

REVIEW QUESTIONS.

1.

Name some of the comforts enjoyed by children in the United States. Have you given much thought to the labor

required to be performed to supply you with those comforts? If not, why not?

4–12.

Give the history of a woolen stocking, of a cotton shirt, of a stove, of a locomotive, of a plow, of a loaf of bread, of a loom, of a sewing machine, of a cup of cocoa, coffee, or tea, etc.

12–13.

What is a plow? A spinning machine? A carding machine? A spade? A pair of scissors? A sewing machine? What do men plow? What do men dig? When do men plow rather than dig, and when do they dig rather than plow? What do men spin? Card? Weave? What, with what, how, and why do men plow, dig, spin, card, weave, quarry, build, mine, forge, bake, boil, brew, cut, sew, fit, wash, write, print, and publish?

14.

What name is given to include all the necessaries and comforts of life produced by labor? Define wealth.

NOTE. — This first chapter is a very important one, and too much pains cannot be bestowed upon its elucidation until the pupils have thoroughly mastered it. The younger the pupils the more objectively and fully the subjects referred to should be treated. Models or drawings of the industrial implements spoken of, and of any others which may suggest themselves to the teacher, should be procured or made, and the interest of the pupils awakened and kept alive by presenting in new and varied aspects the objects common to their every-day life.

CHAPTER II.

SOME NECESSARIES NOT PRODUCED BY LABOR AND NOT INCLUDED IN THE TERM "WEALTH"—EARTH, AIR, WATER, WHEN THEY ARE NOT AND WHEN THEY ARE WEALTH—PRODUCTION, WHAT IT IS—LABOR CREATES NOTHING—IT CHANGES THE POSITION OF MATTER—WE LIVE ON THE PRODUCTS OF PAST LABOR—IDEAS OF ECONOMY, SKILL, AND KNOWLEDGE EVOLVED, AND NAMES GIVEN.

18. *Some Necessaries not Wealth.*—We have seen that most of the necessaries and comforts of life are produced by labor, to these the name of "wealth" has been applied; but there are some necessaries which are not produced by labor; such are the earth, air, and water.

19. But although the earth, air, and water, in their natural places and conditions, do not come within our definition of wealth (for, though necessaries of life, they are not produced by labor), there are cir-

cumstances under which they come within our definition.

20. In coal mines, in the diving-bell, in the driving of tunnels, fresh air is supplied to the miner, to the diver, and to the excavator at the cost of considerable labor, and the cost of supplying it in these cases enters largely into the cost of producing the coal, building the pier, dock, or bridge, and in cutting the tunnel.

The water we need for drinking, cleansing, cooking, or other purposes is generally brought with no little labor to the place where it is used.

The earth must be cultivated and improved before it will give its fruits in abundance. In all these cases, air, water, and earth are wealth, because they are produced in the place where or in the condition in which they are required by *labor*.

21. The justice of including these within our definition will become manifest when we examine a little closely what man's labor really does towards the production of food, clothing, fuel, shelter, and other articles of use or enjoyment.

22. *What Labor Does.* — Labor creates nothing. It can only change the relative positions of particles of matter.

In plowing, man breaks up the soil and exposes it to the action of the air. To manure it, he transports matter containing fertilizing particles from a place where these particles are in excess, and spreads the matter upon his field where they are deficient. He sows the seed; that is, he deposits another form of matter in the ground thus improved, and if he has plowed and manured his field and selected and sown the seed with due regard to climate, soil, and nature of the plant, and continues diligently to weed, and where necessary to irrigate, his land, he has reason, from past experience, to expect to garner a bounteous harvest.

The corn, wheat, or other grain which is the product of the labor of the farmer is ground into meal or flour; salt, water, and yeast are mixed with it, the whole is kneaded thoroughly together, and the mixture is then baked in an oven; no new or additional element or atom of matter is

brought into existence, but by a change in the relative positions of particles of matter a combination is produced to which the name "bread" is given; and which, in this new form, is well adapted to satisfy man's needs.

In the process of spinning, weaving, knitting, dyeing, cutting and fitting, building, mining, and forging, nothing is created; the positions of particles of matter are shifted, and this is all.

23. When this new arrangement of matter tends to satisfy some want, a *commodity* is produced by labor; and this commodity therefore belongs to that class of things to which the general name "wealth" has been given.

24. *The Character of the People by Whom Existing Wealth has been Produced.*—The people by whom the wealth we now find in existence was produced must, we see, have been a hard-working people. The old, the infirm, and young children are incapable of labor. Their means of subsistence must be provided for them by those who can and do labor. The smaller the number of those

who live upon the labor of others, the greater will be the amount of the necessaries and comforts of life produced for the enjoyment of all. So also will the means for such enjoyment increase with the ability and willingness of those who do labor.

25. This ability and willingness can be acquired by the young by earnest attention to their school duties, and by cheerfully assisting their parents in household or other tasks adapted to their strength.

26. *Industry.*—To those who labor cheerfully and continuously in the production of wealth, or in fitting themselves to become producers, the term "industrious" is applied, and the quality they possess is termed "industry."

27. The quality of industry must have belonged in a high degree to the men and women of the past, since we now enjoy so much wealth which they had accumulated and provided for our use. Children who think of this will readily learn to love and practice industry, in order that, when they shall be grown up to be men and women

and take part in the business of production, they may cheerfully, willingly, and continuously labor to replace the stores consumed by them in infancy and childhood, to provide for their then present and future wants, as well as to bear their share of the burden of supporting those who shall have succeeded to their places in the ranks of non-workers.

28. In passing in review the manner in which are produced some of the commodities in common use, the question must have suggested itself to the mind of the thoughtful pupil, What were men living upon while digging and plowing, sowing and reaping, rearing cattle, building, spinning, baking, and the like?

29. *We Live on the Products of Past Labor.*—The wealth which man's labor is engaged in producing cannot be employed to satisfy his present needs, the results of that labor do not exist in the present, but are expected to exist at some future time. Evidently, then, *man lives on the products of his labor in the past*, the saving of which for future consumption was a necessity soon forced upon his notice.

30. In nothing is the contrast more distinctly marked between the savage and the civilized man than in the forethought which renders it part of the present enjoyment of the latter to provide for the *future* wants of himself and family. Thus, the very act of abstaining from the complete gratification of his and their present needs, in order that their future wants may be supplied, forms a part of the happiness of the civilized man; while nothing could cause him greater mental suffering than to be compelled to consume all his present store, with the prospect of being unable to obtain a future supply.

31. The savage, on the contrary, cannot be induced to abstain from wasting what he cannot immediately enjoy, however terrible may have been the sufferings of himself and family through past wastefulness.

32. *Saving.*—The necessity of saving will be, perhaps, more vividly realized by the young by noting the following facts:

33. In most countries there is but one principal harvest in the year; but man's need for food occurs three or four times

every day, neither Sundays nor holidays being excepted. How, then, can he make one harvest gratify the cravings of three times three hundred and sixty-five appetites, but by saving? But further, harvests sometimes fail, or are late or deficient, and the abundance of one year must therefore be stored up to supply the failure, lateness, or deficiency of the next. Savages are incapable of looking so far forward into the future, and hence their tribes are being continually decimated by famine, and its sure successors, pestilence and disease.

34. It is impossible fully to appreciate the very large amount of saving from the products of past labor which must have been practiced by those who have lived before us in order that we might procure merely the common things in use in the abundance in which we have them.

35. Among other things, it is to be observed that the aqueducts which bring water to our houses; the ships, docks, piers, canals, railroads, wagons, and steam-cars employed in the transportation of commodities; the machinery employed in

the conversion of raw products into articles of utility—could never have had existence but for such saving. *Their very cost measures, and is measured by, the quantity of saving from the products of labor consumed in their construction.*

36. *Economy.*—The name "economy" is applied to the quality of saving, and this quality we now see must have largely prevailed among parents, in order that the children of to-day might enjoy the large supply of comfort provided for them.

37. High among the industrial virtues must the quality of economy be ranked, and its prevalence must be classed as one of the most important conditions of human well-being.

38. The habit of saving once acquired, its practice becomes part of the enjoyment of the present; and when youth shall be generally taught to perceive its importance, a vast increase in the well-being of future generations may be confidently predicted.

39. The industry and economy we have seen practiced in the past, and which it is desirable should to a yet greater degree be

practiced in the future, would have availed little to produce an abundance of wealth, if man's faculties were incapable of improvement, or if the ease with which he performs his labor and the character of its results were not increased and improved by each repetition; or if he were unable to store up and record his observations for future use.

When children begin to play at ball, they can neither throw the ball far, nor in the direction they desire, nor catch it when it is thrown to them; but by practice they soon become able to throw the ball a long distance, pitch it to the precise place to which they wish it to go, and catch it when thrown to them; they acquire *skill* in playing ball.

40. When children begin to learn to write, they find it very difficult to hold a pen or pencil in the proper position, and still more difficult to form figures and letters; but by great practice, they acquire the power of holding the pen or pencil properly, and of making neat and correct figures and letters; they acquire *skill* in writing.

When they begin to learn to add or to subtract, they find great difficulty in adding one and one, one and two, two and two, two and three, etc., but by frequent practice they get to be able to add rapidly and correctly hundreds and thousands; still more difficult do they at first find it to multiply two by three or three by four, but by practice they become able to tell what is seven times nine, nine times thirteen, or even seventeen times nineteen, almost as rapidly as the questions can be asked; and they become *skilled* in computing.

When, somewhat older, they go into the workshop, they at first do not know how to handle the tools of the trade they are about to learn, and spoil and waste much material, besides often spoiling the tools, and sometimes doing themselves injury; by paying attention to the workman who is set to teach them, by watching the way he works and trying to imitate him, they soon learn how to use their tools, to work without wasting material or spoiling their tools, and become *skillful* in their use; they perform their work with ease, and the

result of their labor is an addition to the value and usefulness of the object on which it is bestowed.

The faculty of performing any given labor with ease, of making easily an addition to the value or utility of the object on which the labor is bestowed, is termed "skill."

41. *Knowledge.*—To have or possess, stored up in the mind ready for use, observations of past facts, and the records of past experience, is termed "knowledge."

42. Skill and knowledge are also needed to observe and record facts, and a knowledge of those facts and of their mutual relations is needed to discover the laws of their modes of action. From observations of these facts and modes of action, the principle of the rotation of crops, the nature, qualities, and application of manures, the effects of steam and electricity, were discovered and subjected to man's purposes.

43. Skill is needed to manufacture the tools and implements in daily, even those in household use, as well as the more complex machinery employed in manufacturing them.

44. The tools once produced, skill is required in their use. The bow and arrow, and the rifle, are equally useless in the hands of a man who has no skill to use them. The civilized man armed with a rifle, which he did not know how to use, would be no match for the savage armed with bow and arrow, who had practiced shooting at a mark.

45. *Industry*, *economy*, *knowledge*, and *skill* are now seen to be essential to the production of any considerable quantity of the necessaries and comforts of life. Their prevalence is a condition of human well-being. On the degree in which they prevail will, in a great measure, depend the happiness of every community. The progress and future happiness of every people must depend on the care with which these qualities are sought to be imparted to the young. With what earnestness, then, should not the boys and girls, for whose improvement in these qualities efforts are being made by their parents and teachers, strive to attain knowledge, and to acquire habits of industry, economy, and skill!

REVIEW QUESTIONS.

18.

Are all the necessaries of life wealth? If not, name those which are not.

19-21.

Are earth, water, or air ever wealth? If they are, state when and where.

22.

What does labor create? What does labor do? Illustrate your answer.

23.

What is a commodity?

24.

What kind of people produced the wealth we find now in existence? Do all persons labor? What relation exists between the proportion of the non-workers to the workers, and the amount of wealth produced?

25.

How may the young become able and willing to labor?

26-27.

What name is given to those who labor cheerfully and continuously? Define industry. Was industry a quality of those who have lived before us? Prove your answer. Should children love industry, and why?

28-29.

What do we live upon while tilling the ground and sowing the seed? What did the men who produced what we are now consuming live upon while laboring to produce?

30–31.

Explain the chief distinction between the savage and civilized man.

33–35.

How many principal harvests are there in a year in most countries? How many appetites have you each day? How many in the year? How shall one harvest be made to satisfy 3×365, or 1,095, appetites? Are harvests always abundant? How can the abundance of one harvest be made to supply the scarcity of another? If the principal food of a people cannot be saved from one year to another, could any provision be made against scarcity, and how? What kind of people are they likely to be who rely mainly on one perishable article for food? Would they be likely to make such provision as is necessary? and if not, why not? Contrast corn, wheat, rye, or rice, with potatoes, and state what kind of people would be likely to use corn, wheat, rye, or rice, as their staple article of food, and what kind of people would rely upon potatoes, and give your reasons in each case. What do aqueducts, ships, docks, piers, canals, railroads, etc., teach us with regard to saving in the past; and how does their cost measure the amount of savings from products of past labor consumed in their construction?

36–38.

What name is given to the quality of saving? Is saving necessary in the future, and why? Does saving cause present enjoyment, and how?

39–44.

What is skill? How is skill to be acquired? How do children acquire skill in ball-playing? In reading, writing, and computing? In the use of tools? Do they waste materials and spoil tools when they first go into the work-

shop? Do they always do so? and if not, why not? What is knowledge? Are skill and knowledge desirable, and why?

45.

Name and define afresh the four conditions of human well-being examined in this chapter.

NOTE. — Although many of the answers to questions numbered 33 to 35 are not directly furnished in the text, the deductions are so easy that the teacher will find no difficulty in leading his class *to find out for themselves* the truth on the matters referred to by the Socratic process of leading the pupil by questions from one truth to another less obvious than the first. He will at the same time be training his pupils to *think*, and to think logically. Many more questions on those sections and on sections 36 to 45 will suggest themselves to the earnest teacher.

CHAPTER III.

DIVISION OF LABOR—INCREASED EFFICIENCY RESULTING FROM CO-OPERATION—HOUSEHOLD LABORS—TRAINING OF THE YOUNG—SPECIAL FITNESS OF WOMEN FOR CERTAIN LABORS.

46. *Division of Labor.* — In the early stages of society, whatever object is desired by any of its members is produced directly by himself; that is to say (violence and fraud excepted), by the direction of his own labor to the immediate production of the object desired. But the time of the workman is greatly taken up and his attention distracted by going from one kind of labor to another, and little skill can under such conditions be acquired in any. It soon came to be perceived that by each laborer applying himself to one class of production exclusively, the total product would be very much increased; and each laborer can so apply himself without anxiety or hesitation,

when, seeing others do likewise, he knows he can readily procure the other things he needs by exchanging for them the direct products of his own labor.

The canoe of the savage, built by the unassisted labor of himself and family, has to be made in intervals between hunting and fishing; but when society has so far advanced that one portion of its members will find sufficient food for the rest, whereby these others are enabled to devote themselves exclusively to the building of ships, the rude canoe becomes improved into the sailing vessel with masts and sails, and the sailing vessel in her turn yields to that triumph of human skill and ingenuity, the steamship, or ship propelled by steam. What wonderful skill is expended in the construction of an ocean steamer! How marvelously the ship-builder co-operates with the farmer in the production of grain, with the tailor in the production of clothes, and with the potter and cutler in the production of their wares!

The separation of the occupations of men, so that each laborer applies himself exclu-

sively to one kind of labor, is termed "division of labor."

47. *Resulting Increase in Efficiency of Labor.*—But for it, the acquirement of the knowledge and skill needed for the invention and construction of the steam-engine, of telegraphs, nay, even of comfortable dwellings or clothes, would have been impossible.

The addition made, by the adoption of the division of labor to the productiveness of man's labor, is doubtless greatest in those industrial occupations which have for their object to supply the more pressing needs of the community; but its advantages can perhaps be more vividly realized by observing the process of the manufacture of some more trifling kind, such as the illustration given by Adam Smith, in his "Wealth of Nations."

"A workman," says Adam Smith, "not educated to the trade [pin-making] will with difficulty make a dozen pins a day; but not only is pin-making a special business, it is also divided into branches, each of which is a trade by itself. One man

draws the wire, a second straightens it, a third cuts, and a fourth points it; a fifth grinds the tops to receive the head, while the making of the head is divided into several trades; another workman puts on the head; and to whiten the pins, and even to place or stick them on papers, is each a separate trade."

The manufactory examined by Adam Smith is described by him as having been very poor, employing but ten hands, and furnished with indifferent machinery, and yet they could turn out twelve pounds of pins per day. Four thousand medium-sized pins go to the pound, making forty-eight thousand pins as the day's work of ten men, whose united product, unaided by division of labor and co-operation, would not exceed one hundred and twenty pins a day!

By the improved machinery of the present day—results of the still greater division of labor and more intimate and trustworthy co-operation now in use—the same number of men can now turn out over one million of pins a day.

48. In other arts and manufactures the results of the division of labor are not less striking.

Pin-makers, spinners, weavers, tailors, shoe-makers, architects, lawyers, builders and engineers, printers and book-binders, and farmers, all *co-operate* to provide wholesome and palatable food, comfortable clothing, and abundant fuel and shelter for all.

Each co-operates with every other industrial worker; and the lessons of economy taught in the last chapter receive additional enforcement from the observation of the fact that all these laborers are living, while they labor, on the products of past labor. How enormous, then, must have been the amount of *saving* which has been going on in the past, and which is essential in the present and for the future!

There is one class of labor to which it is desirable to devote some attention, because its importance and position in the economy of industrial life are frequently overlooked.

49. *Household Labors.*—The household labors, generally performed by women, are

no whit less honorable, essential, or productive than any labor performed by men. If these labors were not performed for the men, they would have to do them for themselves, and, from want of experience, they would neither be done so well nor so quickly as they are now.

The labors too, now performed by men would be constantly interrupted, and consequently, be less skillfully performed and their labor be less productive than at present.

Hence domestic workers, whether men or women, co-operate in the building of bridges, railroads, ships, and in short, in the production of all commodities whatever.

50. Nature has specially pointed out the training of the young as a kind of labor which can be best performed by women; their special fitness for this labor, requiring as it does their constant presence in the home, has without doubt been the cause that, even in civilized communities, the performance of the chief portion of domestic labor continues to fall to their lot.

51. In our country this special fitness of women to train the young has received a further development.

52. The high and noble vocation of the teacher is among us chiefly filled by women. They carry into the school the qualities and faculties which especially adapt that sex for the training of the young; and they are undoubtedly better able to understand the wants and feelings of children than men, who are less sympathetic in their natures.

REVIEW QUESTIONS.

46.

What is division of labor? How does the division of labor lead to the substitution of the sailing vessel for the canoe, of the steam-vessel for one propelled by the wind, and to other improvements? How do the ship-builder and sailor co-operate with the farmer of Kansas in the production of bread in London?

47.

Show how the division of labor affects its efficiency.

Give Adam Smith's illustration of the advantages of the division of labor.

48.

Does the carpenter co-operate with the farmer to produce grain, and how? Does the tailor co-operate with the potter to produce earthenware, and how? Give various

instances of the co-operation of one kind of workman with another.

49.

Do those engaged in household labors co-operate to produce grain, ships, bridges, railroads, etc., and how?

50.

What has tended to throw household labors chiefly into the hands of women in this country?

51.

For what other vocation do women seem to be specially adapted, and why?

CHAPTER IV.

INTERCHANGE—NECESSITY OF CONSIDERING AND SATISFYING THE WANTS OF OTHERS.

53. *Interchange.*—The adoption of the divison of labor throws a new duty on the laborer. He has no longer to consider what he himself needs in order to supply his wants, but he must ascertain what things are most desired by other producers.

54. Having ascertained this, he knows that other producers will be as anxious to exchange their products for his as he will be to acquire theirs, and he can devote his whole skill and energy to the production of his one commodity.

55. The quantity of the commodities he needs, which he will be able to procure (skill, industry, and economy being supposed equal), will be proportioned to the judgment he has exercised in supplying the wants of others.

56. *Harmony of Industries.*—The beautiful harmony of industries which here comes into view deserves our especial consideration.

A man's own happiness is his only motive to action, that is to say, the gratification of some one or more of his faculties is what induces him to act. Even when moved to action by sympathy for others, as, for instance, for members of his own family, it is still to gratify his own sympathetic organs or faculties that he acts, as these organs would be pained did he not do so. He balances (unconsciously in most cases) the pain of the labor he gives himself to do good to those dear to him, against the pain he would suffer if he failed to do so, and finding the latter would be greater than the former, gratifies himself by performing the act which is to make another happy. This is a fact, nay, a truism, which folly and ignorance may deplore, but which knowledge observes to be as much a part of man's nature, and as necessary to the preservation of the species, as are his appetites. It is true

that the account thus stated by each man in his own mind is stated unconsciously, or, as it is termed, automatically, and from this it has been often overlooked, and sometimes denied, by persons of little thought.

57. But if man were not guided by the desire for his own happiness to gratify his own desires, if each man's actions were dictated by what he conceived to be the wants of another, instead of his eating when hungry and laboring to avoid starvation, endeavoring to avoid being frozen by cold or burned by fire, he would perish for want of food, or from cold or fire, through his disregard of his own wants, while awaiting the provision or salvation to be provided him by another, and the entire human race would soon disappear from the earth.

58. The desire we have to procure for ourselves and those dear to us as large a supply as possible of the necessaries and comforts of life can be gratified only by supplying the wants of others, thus blending in a common bond the interests of all,

and making the welfare of each industrial worker identical with that of the community in which he labors.

REVIEW QUESTIONS.

53.

What new duty is thrown upon the laborer by division of labor?

55.

On what will depend the quantity of commodities he will be able to procure?

56–8.

Does this bring into view any and what harmony of industries? Explain the consequences which would follow if man were so constituted as to seek the happiness of others without regard to his own. How is care for himself made useful to others?

CHAPTER V.

PROTECTION TO LIFE AND PROPERTY—HONESTY—SMALL EFFICIENCY OF GOVERNMENTS—CONSCIENCE THE MOST EFFICIENT POLICE—EFFECTS OF DISHONESTY—DEMORALIZING INFLUENCE OF SUCCESSFUL DISHONESTY.

59. *Protection.*—We have seen that the means of subsistence and of enjoyment can only be procured by labor, and that industry, knowledge, skill, and economy are essential to their production and preservation. But man devotes himself to labor to satisfy his needs, and having produced, he must be permitted to enjoy; otherwise he would soon grow tired of his useless toil, and, production ceasing, the world would be filled with misery. Famine and pestilence would soon sweep from the earth a race which failed to insure to industry the property in that which it had acquired by labor.

60. To secure to the laborer the enjoyment of what he has produced by his labor is, then, one of the earliest efforts of society emerging from barbarism. *Protection to property must be secured*, or the inducement to labor is diminished, and that to save and husband is destroyed. But beyond perceiving the necessity of establishing security for property, man has yet made little progress; the most civilized societies are yet groping in doubt and uncertainty as to the means best adapted for the attainment of this end.

61. *Honesty.*—Were all men so organized, and so taught and trained in youth, that to seek to obtain possession of the products of another's labor save in exchange for that of their own should be revolting to their own minds, the difficulty would cease to exist.

62. Unhappily, some there are who, from defective training or organization, seek to obtain the products of labor by other means than working and saving, viz., by violence or fraud; and from their efforts it is greatly to be desired that the workers should be protected.

With this object in view, governments have been established, police and courts of justice have been organized, and for the support of those serving in these offices, *taxes* are levied and collected.

63. But taxes can be gotten only from the earnings of the industrious and saving, and even if the functions of police and magistrates were performed to perfection, the reward and consequent inducement to the industrious and saving to labor and to save must be diminished by the amount taken from them in taxes to pay the labors of magistrates and police.

64. Unhappily, we are here met by a still graver difficulty; not only are the functions ascribed to police and magistrates not performed to perfection, but in the most advanced societies yet established, the system of laws and of justice are so imperfect that it is a grave question whether the benefits secured by magistrates and police are adequate to the cost of maintaining them.

65. *Conscience the Most Effective Police.*—Whatever means may, as civilization pro-

gresses, be finally accepted as best adapted to afford security for property, one thing at least is clear: the larger the number of those who adopt violence or fraud as a means to procure wealth, the larger needs to be the force employed to resist them, and the greater the risk of finding the protective force invaded by the presence, in its own bosom, of the violent or fraudulent. *No police can be so efficient as that which the well-trained citizen carries always with him—his own conscience.*

Hence the only means which can be relied on as *certain* to add to the security of property are *individual character and self-control*, to be secured only by good teaching and training in youth.

The quality of holding in respect the property of others, of adhering constantly to truth, and of faithfully performing every trust confided to us, is termed "honesty."

66. Although the necessity for honesty has been evolved in our investigation, posteriorly in scientific order to industry, skill, and economy, none of the last-named qualities can flourish in the absence of respect

for property; while as the natural instinct of man is to *take* what he desires, until he learns the evil consequences of so doing, the exercise of this quality of honesty needs to be earliest taught. It needs training and experience for youth to learn the many forms under which honesty should be exercised, until it grows into a habit of mind, a part of his nature, a permanent quality of character.

The advantages derivable from the division of labor would be wholly lost to us in the absence of trustworthiness and truthfulness. Some amount of these qualities is absolutely indispensable for the adoption of the division of labor at all; its full benefits can never be realized while falsehood, or any species of fraud or untrustworthiness, prevails among us.

67. It is not alone by diminishing the inducement to labor and economy that society is injured by the practices of the dishonest. In all civilized countries, while the industrious and saving are consuming, they are, as we have seen, replacing, not only what they consume, but what is con-

sumed by the sick, the maimed, the dishonest, and the incapable; and, in addition, are increasing the store of wealth of the community year by year.

The dishonest, the rogues, the cheats and thieves who plague society, also consume, and that without replacing what they consume; they also frequently destroy as much as they enjoy.

68. If society submitted without resistance to the depredations of the dishonest, it would fall back into misery and barbarism, so that there would be little left for the thieves to steal; it is therefore best, even for the subsistence of the thief himself, that his efforts should be resisted, and himself restrained from his evil ways.

69. But while endeavoring to secure the rights of property, we must be careful not to exaggerate the capabilities of the best of governments. Government can strive to provide security for wealth, *but it cannot create it.*

70. Wealth is the product of industry, skill, knowledge, and economy. In so far as governments succeed in affording se-

curity for life, liberty, and property, in so far it promotes these virtues; but the fundamental qualities of civilized man can be secured only by good teaching and training in youth, the most important part whereof is the home influence of the parents. If, then, the parents possess these virtues, we may hope to see them reproduced in a yet greater degree in their children; and as the seeds of these qualities must be sown in infancy, it is in infancy we must begin the training to make good parents.

71. *Demoralizing Influence on the Witnesses of Dishonest Examples.*—Besides the direct discouragement to industry occasioned by dishonesty, it has yet another influence which, though indirect, is far more pernicious than its direct influence. This indirect influence consists in the demoralization which it occasions in the minds of those who perceive crime enjoying that success which should only be the reward of industry, skill, and trustworthiness.

72. Let us carefully guard ourselves against yielding approval or respect in any form to wrong-doing, no matter how

successful or powerful it may be, but let it receive at all times our unqualified scorn, and a hatred proportioned to its success.

This hatred which we should entertain towards successful wrong-doing is not to be mistaken for or confounded with hatred of the wrong-doer. Hatred should never be felt against any person. It is our duty to oppose the wrong-doer with all our strength, but we should do so without hatred of the man; and so soon as the wrong-doer is deprived of the power of doing wrong, we should pity him, and seek to put him on the road to do right in the future.

REVIEW QUESTIONS.

59.

Why does man labor? What would be the result of depriving him of what he had labored to produce?

61.

How may protection to property be certainly and perfectly secured?

62.

Why are taxes raised?

63.

Out of what are taxes paid? What effect has the paying of taxes on the inducement to labor and save?

64.

What further difficulty exists in the way of affording protection to property?

65.

What is the most efficient police? Are there any means which can be relied on as certain to add to the security of property? And if so, what are they? Define honesty.

66.

Contrast the order of the scientific evolution of honesty as a condition of human well-being, with its proper place in teaching and training, and give reasons for the place you assign to it.

67–8.

How is society further injured by dishonesty? What would be the consequences of allowing thieves to steal?

69.

What is the limit to the power of the best of governments in regard to wealth?

70.

When should people begin to be fitted to become good parents?

71.

Name some indirect consequences to society from dishonesty.

NOTE. — The teacher should not quit this chapter without giving his pupils numerous illustrations both of honesty and dishonesty. The importance of truthfulness, the happiness existing in a community in which it prevails, the discomfort which attends its violation both in the case of individuals and of society, using illustrations to bring home

to the conscience of every child the nature of true honor contrasted with its sham, should be minutely dwelt upon and profusely illustrated. The care taken of the property of others, both public and private, as, for instance, of the school furniture, etc., will gauge pretty accurately the moral *status* of the scholars. The demoralization produced by examples of dishonesty, especially when successful, should also be pointed out. The consequences produced by national dishonesty in the transfer of capital from the country where the dishonesty prevails, or the hindering its flow to such a country from others, should only be lightly touched upon with very young pupils, but should be dwelt upon with older students. In the lessons upon this chapter efforts should be made to correct the prevailing tendency to the worship of success, and illustrations of its baneful effects should be drawn from contemporary history. Napoleon III. of France, and William M. Tweed of New York, with their respective confederates in crime, and the subserviency to them of so many men of their times, will furnish apt illustrations. The foundation may also be laid for future correct judgment as to the proper objects of penal law and of punishment, into which revenge should never be allowed to enter in the least degree.

CHAPTER VI.

THE YOUNG NOT POSSESSED OF WEALTH—THEIR WANTS SUPPLIED—SALE AND PURCHASE OF LABOR—SELLERS OF LABOR, AND NOT THE WEALTH POSSESSORS, HAVE THE ENJOYMENT OF THE PORTION OF THE LATTER'S WEALTH EMPLOYED IN PRODUCTION—WAGES—CAPITAL—INTEREST—AVERAGE WAGES DETERMINED BY PRODUCTIVENESS—INDIVIDUAL WAGES; HOW DETERMINED.

73. As a rule, the young are not possessed of wealth; yet their wants are regularly supplied. Some parents, it is true, owing in most cases to defective teaching and training in their youth, are not so able or willing as others to supply their children's needs. By giving the young such education as shall render them self-supporting, and shall hinder them from undertaking the parental duties until they have made provision for the maintenance of a family, the number of incapable or

unwilling parents will be diminished in the future. Children whose misfortune it is to be neglected by their parents generally suffer through life the consequences of such neglect, though their sufferings are often mitigated in childhood by the charity of society or of individuals.

74. But though the wealth possessors may be willing to part with a portion of their wealth for the relief of destitute children, as also of incapable or disabled adults, they are not willing to give of their wealth to adults who are neither incapable nor disabled, except in return for some services rendered or to be rendered by the latter.

75. *Sale and Purchase of Labor.*—Happily, a means exists by which they who have no wealth saved up for their immediate wants can induce the wealth possessors to part cheerfully with theirs. The former can sell their labor to the latter; *i. e.*, give the wealth possessors the right to the future product of their present labor, in exchange for the present wealth of which they stand in need. This can be done be-

cause most of the wealth possessors are anxious to increase their wealth.

76. *How the Wealthless have the Enjoyment of the Wealth of its Possessors.*—The wealth possessors might choose to retain their wealth for their own consumption. In parting with it to laborers, they allow the latter to consume it in their stead.

The laborers, then, and not the wealth possessors, have the enjoyment of the wealth the latter employ in the purchase of labor, and the wealth possessors cheerfully part with their wealth in the hope that the products of the labor they purchase will replace the wealth they have bestowed upon the laborer, *with an increase thereto.*

77. Whatever be the form of wealth which it is intended shall be produced, land is necessary for its production, and where, as is the case among most people, their laws permit individuals to appropriate the land, the individuals so favored can generally exact tribute of a portion of the product of labor in payment for permission to use the land appropriated. The same is true of all natural agents by whose aid wealth can

be produced which the law permits to be appropriated by individuals, where the supply of such agent is limited in quanity.

78. The products of labor can be largely increased by the use of tools, machines, engines, buildings, roads, and other products of past labor which have been saved and are applied to that purpose. Should the owner of these things receive any share of the produce as a reward for the use thereof? or should there be restored to him only the same quantity?

If the owner of those articles, instead of employing them to aid labor in production, had exchanged them for cattle at the end of any given time (say one year), he would, in the ordinary course of nature, have had his original stock of cattle, *plus* an increase. If he had exchanged them for seed and sustenance for himself while engaged in tilling the ground, he would, in most cases, have had returned to him the same quantity of seed and sustenance, *plus* an increase; so, as the produce of labor is increased by the use of his tools, machines, etc., he is entitled to have his tools and machines

returned intact, *plus* a part of the increased return obtained through their use.

We thus see that the total product of labor is divided into four portions, whereof one part goes to the laborer, one part to the owner of aids to industry or of wealth employed in production, one part to him to whom the law has given the right to appropriate the land or other natural agent of production, and one part to the government under the name of "taxes."

79. To enable the government to afford, or at least to attempt to afford, that security and protection which we have seen to be desirable for the well-being and progress of society, a portion of the product of labor must be taken for the support of the numerous persons it employs for that purpose, and for the purchase or manufacture of machinery, ships, arms, and implements of war; the portion thus taken by the government is called "taxes."

As taxes must come out of the product of labor, the share which the laborer gets must be diminished by their imposition, hence it is clearly to the interest of the

laborer that taxes shall be as light as possible, consistent with the furnishing of protection to life and property by the government.

80. *Wages.*—A name, "wages," is given to the share of the laborer to distinguish it from the share of the land-owner and that of the owner of the wealth employed in production, and we will henceforth use that name, meaning by "wages" the share of the product of the labor employed in production, which goes to the laborer as the reward of his labor.

81. *Capital.*—It is also desirable to give a separate name to that part of wealth which is employed in producing more wealth, including in that idea not only what is actually employed at any given moment of time, but also the "whole of a man's stock of wealth which he expects to afford him a revenue,"* and to this the term "capital" is applied, and the owners of capital are termed "capitalists." The share of the products of labor which the capitalist

* Adam Smith's "Wealth of Nations," Book II., Chap. I.

receives for the aid to production rendered by his capital is called "interest." The capitalist is said also to earn "profit." An analysis of profit will be hereafter made.

82. The share of the product of labor which goes to the appropriator of the land is termed "rent." The word "rent" is used in ordinary discourse to include much more than this; as, for instance, the payment made for the use of a house and the land on which it is built, the payment made for the use of a farm with its buildings and improvements, etc.; but such payments are compounded of rent properly so called, of interest upon the capital employed in building and improving, and of compensation for risk. Wherever in this work the term "rent" is used, the meaning will be limited to that share of the product of labor which goes to the owner of land or other natural agent, for permission to apply labor upon it, exclusive of the payment made for the use of buildings and other improvements and for risk.

83. It was truly said by Adam Smith that "the produce of labor constitutes the

natural recompense or wages of labor"; but most laborers are unable or unwilling to wait till the product of their labor has acquired a form in which it can supply the present needs of the laborer and of his family, and they generally desire to sell their labor or to transfer their right to the product of their labor for an order on the stock of wealth possessed by any member of society who may be willing to sell something which the laborer needs to buy.

84. The purchaser of the right to the product of labor takes upon himself the entire risk of failure of crops, fall in prices, and the like, for which he must be compensated by such a share of the product as will on the average not only repay what he has paid, but also insure him against loss from such failure. In all cases the purchaser of labor desires to secure the greatest amount of future products in return for his present outlay; hence he will seek for the industrious and skillful laborer in preference to the slothful or ignorant, the honest to the dishonest, the careful, trustworthy, and sober to the careless, un-

punctual, and drunken. The unhappy beings who are subject to the infirmities of dishonesty, idleness, ignorance, carelessness, or drunkenness, either will get no employment, or, at best, must sell their labor at a lower rate than their better-disposed and better-trained comrades, because the capitalist can only afford to purchase the labor of the former at a rate of wages such as shall enable him to employ more than ordinarily efficient foremen to prevent or correct the mischiefs which the misconduct of the ill-trained laborers might otherwise occasion.

He must also himself be compensated for the additional anxiety and labor the employment of such workmen causes him as well as the risk incurred, amounting to an actual percentage of loss, which the diligence of himself and superintendents will fail to avert.

85. The application of these principles to daily life is not difficult. Clearly, they who do more work must, when paid by the piece, receive more wages; when paid by the day, those who work the greater num-

ber of days will receive more in a year than they who work fewer. The former, becoming known as reliable and punctual workmen, and year by year acquiring greater skill in consequence of unintermitted labor, gain a character which causes them to be sought after by capitalists, and so insure to themselves more constant employment or a higher rate of wages, and generally both combined.

86. Although the operation of these natural laws may be accompanied with suffering to the less fortunate laborers, it nevertheless works to their advantage, and particularly so to the young. Placed under the watchful eyes of trustworthy overlookers, opportunity is given them to acquire that skill and industry in which they are deficient, while the difference between their wages and that of the better conducted workmen affords them an inducement to grow out of bad habits into good ones.

87. *How Wages may be Increased.—Improvement, then, in the conduct of laborers is the most powerful means by which the*

productiveness of labor, and consequently its remuneration, can be increased.

88. *Wages Proportioned to Conduct.*—We thus perceive that, other things being equal, the wages earned by individual laborers is *proportioned to their conduct*, furnishing another instance of that harmony of nature whose action, when uninterrupted by man's ignorance, tends to encourage and develop those qualities which most conduce to human well-being.

89. Some statistics of labor, its remuneration and results, published by Mr. Brassey, one of the most extensive payers of wages, in many parts of the world, furnish evidence of the truth of this law.

In "Work and Wages Practically Illustrated," the author shows that notwithstanding the great and striking diversities in the rates of wages in different communities, the cost of a given amount of the products of labor produced in any country is nearly alike, whether it be produced there by native or by foreign labor. As a result, Mr. Brassey found that in Italy, Moldavia, or in India, any piece of engi-

neering work could be constructed as cheaply by English as by native laborers —that is to say, that notwithstanding the higher rates of wages paid to British laborers, the greater efficiency of their labor rendered it equally profitable to employ them as to employ the natives.

90. The necessary dependence of wages upon the productiveness of labor has been also demonstrated by Mr. Henry George, in his remarkable work, "Progress and Poverty," with a wealth of demonstration that leaves nothing further to be said.

It is well also to notice the fact to which Mr. George calls attention, that in countries where wages are high, profits are generally large, and where wages are low, profits are small.

Since, then, as seen above, inferior laborers have to provide subsistence for themselves and those dependent upon them out of their wages no less than the more efficient laborer, it is obvious how greatly an increase in the efficiency of the laborers must promote *their* well-being.

91. *Circumstances Affecting Wages in Different Trades.*—There are yet other considerations which affect the rates of wages of different occupations. Some trades are easy, others severe, some healthful, others unhealthful, some safe, others dangerous, some constant, others intermittent, some attractive, and others repulsive. The preference which all laborers will give to the easy, healthful, safe, constant, and attractive labor can only be overcome by the offer of higher wages in the severe, unhealthful, dangerous, intermittent, or repulsive.

92. In this favored country there are few trades in which diligence and economy will not secure a comfortable living to the workman, and at the least a tolerable competence for old age; hence the choice of employment to which one about to commence his industrial career should be directed may generally be safely left to be determined by his tastes and inclinations.

"But the selection of an employer is of great importance, and not more so on account of the influence of the employer himself than of the workmen he employs; for

as these will be probably for years the companion of the new-comer, the selection of an employer who endeavors to employ the best workmen should be the first thought of the parent or guardian whose child or ward is about entering on his industrial career.

"Should circumstances arise whereby a good workman happens to be thrown into the employment of a bad employer, the latter is not bound to stay beyond the term of service contracted for, and his leaving will be wise, provided he has a reasonable prospect of bettering his condition. This he may be enabled to do either by being invited by other employers, or by seeking them, or he may resolve to employ himself.

"To be invited by other employers, he must have established a reputation for usefulness; to be successful in seeking better employment, he must be able to offer evidence of work previously performed; while to employ himself he must have acquired the qualifications necessary for the successful administration of capital, and must have saved from his past earnings the capital

necessary for the subsistence of himself and the workmen he employs until the product of that labor can be realized in the market." *

It is thus clear that the workmen who suffer from insufficiency of wages should look to their own deficiency in one or more of the industrial virtues as the cause, and to the correction of such defects as the efficient means for attaining good wages.

93. Especially is this true in countries so happily situated as our own. However unsatisfactory may be the present condition of any working man, a short period of probation and labor under the guidance of a skilled farmer will suffice for him to acquire the knowledge and skill necessary for successfully farming a few acres of the unoccupied fertile land of this continent, and he can then betake himself to a calling where the return for his labor and capital will, if combined with thrift, soon place him in a position of secure and permanent well-being.

---

* Ellis's "Phenomena of Social Life."

REVIEW QUESTIONS.

75.

How may the wealthless obtain a share of wealth to supply their immediate wants?

76.

Who have the enjoyment of the wealth employed in the purchase of the right to the future product of labor?

78.

Can the productiveness of labor be increased, and how?

79.

What is the name given to the share of the product of labor taken by the government? What is the laborers interest with regard to the amount taken by government from the product of labor? Among whom is the product of labor divided?

80.

Define wages.

81.

Define capital.

82.

Define rent. Give its proper meaning, and state the meaning in which it is often used.

83.

Who was Adam Smith? What did he call the natural recompense or wages of labor?

84.

What kind of laborers will the purchaser of labor seek, and why?

85.

Among individual sellers of labor, who will get the best wages, and why?

86.

Does the getting of high wages by the best laborers work any injury to inferior laborers? Give the reasons for your answer.

87.

What are the best means for increasing wages?

88.

To what is wages proportioned?

89.

What has been found to be the fact as to the effectiveness of labor and its reward with regard to the employment of different races of laborers?

91.

Name some of the circumstances affecting the wages paid in different trades.

92.

What should determine in this country the selection of a trade and of an employer, in the case of young persons about to learn a trade? How may a good workman free himself from a bad employer? To what should workmen look as the cause of insufficiency in their wages? and how should they set about obtaining good wages?

93.

What conditions exist in the United States more favorable to the happiness of the workingman than in other countries? Can an industrious man in the United States do anything to secure his permanent well-being which his fellow-workmen in other countries cannot do?

NOTE.—The attention of the teacher is called to the extended use of the word "conduct" in sections 87 and 88, as including the results of physical, mental, and moral qualifications.

CHAPTER VII.

PROFIT—ITS UNCERTAINTY—ANALYSIS OF PROFIT—RATES HOW DETERMINED.

94. *Profit.*—The owner of wealth is induced to employ his wealth as capital, in the hope of thereby procuring an increase to his stock.

The laborer, when he takes some of the savings of his past labor and exchanges it, say for a spade, is a capitalist to that extent, and makes the conversion in the expectation that he will thereby be able to earn more in the future; that the spade will add to the productiveness of his future labor. The farmer who purchases a plow, a harrow, a reaping or thrashing machine, expects that the wealth thus applied to the purpose of production will, before the implement be worn out, be returned to him, with an increase. The purchaser of labor expects that the products of the labor, the

right to which he has purchased, will replace to him the wealth paid for it, with an increase. The increase thus expected by the capitalist, whether upon his outlay for a spade, buildings, machinery, or wages, is, *when realized*, termed "profit"; it is the hope of profit which induces the owner of wealth to employ it in production. But this hope may not be realized. The wages of the laborer are in hand and certain, but the profit of the employer is in the future and uncertain. Crops sometimes fail, cattle may perish, fires destroy, or mistakes may sweep away the whole or a great part of the anticipated product of the labor for which present wealth has been expended. The average of profit must therefore be sufficient to counterbalance these risks, or wealth will cease to be converted into capital. It must also give to the capitalist, as administrator, a remuneration equal to what he could earn by selling his labor.

95. *Analysis of Profit.*—Profit, then, may be resolved into three elements:

1. Remuneration for the skill and labor of the capitalist as administrator;

2. Remuneration for the risk of loss he incurs as owner of the capital, or insurance;

3. Remuneration for the use of his capital, to which last the name of "interest" has been applied.

96. If, now, any particular calling offered, to those engaged in it, a larger profit, in proportion to the skill and labor necessary for its prosecution, to its attractiveness, and to the risks attending it, than other callings, other capitalists would seek to embark their capital in it, or those engaged in it would continually increase their capital, until the rate of profit were reduced to something approaching uniformity.

97. *Qualifications of a Capitalist.*—The most important qualification for a successful capitalist will be a combination of economy with an administrative capacity, such as shall enable him to direct the labor he purchases so as to yield the largest profit; to select the most efficient laborers, and attract them to his service by offering them the largest wages.

98. Of the profit he makes through his judicious direction of the labor he has purchased, his economy teaches him to save all he can, so that he may be able to earn a further profit, by adding it to his former capital, and employing the total as capital, by fresh purchases of labor. Punctual and trustworthy in fulfilling his own engagements, he possesses judgment to intrust only to punctual and trustworthy customers and agents the wealth he administers. He who possesses less discrimination of character, either in the selection of laborers and the wages he pays, or in the direction he gives to their labor, or in the choice of his customers and agents, or is himself wanting in economy or trustworthiness, receives a smaller return upon the labor he directs, or is less saving of it when obtained. By such a man the inducement to employ wealth as capital is diminished, and if his incapacity as an administrator of capital is so great as to cause the loss of the capital he administers, he causes an industrial disturbance whereby laborers are apt to be deprived of the opportunity to sell

their labor—in other words, laborers are thrown out of employment. Thus again loss to the capitalist tends to impose loss and suffering on the laborer, and while it is the interest of the employer to render his work as attractive as possible to the employed, it is the interest of the latter to make his labor as productive as possible to his employer as the surest means of extending the market for the one commodity he seeks to sell—his labor.

99. When to this consideration is added the strengthening of those good habits in the laborer, on which we have seen his wages so much depends, as well as the earning of a character for possessing them, the importance to the laborer of rendering his labor as productive as possible cannot be overestimated. Hence the interests of the capitalist and of the laborer are coincident.

100. We sometimes hear capital spoken of as the enemy of labor. We now see that it is its best friend. Capital in the hands of the capitalist is far more useful to the laborer than to its owner. The latter

enjoys the possible and probable, but by no means certain, profit in the future, the *laborers have the present use of the entire capital employed in the purchase of labor;* while to the owner his capital is of use only as a provision against future need, to the laborer it furnishes the means of present subsistence, without which, he and those dear to him might perish for want.

101. In our analysis of profits, section 95, we said that it consists:

1. Of remuneration for the skill and labor of the capitalist as administrator, *i. e.*, of wages, and its amount is therefore governed by the same principles as those which determine the rates of wages generally;

2. Of remuneration for the risk of loss, an element which is very small among those who sell their labor, and has therefore very little effect upon wages; and,

3. Of remuneration for the use of his capital, that is, interest.

This last represents the reward which those whose labor produced the capital would receive through the natural increase,

had they not preferred to dispose of their rights thereto for present enjoyment; and other things equal, the amount of interest must, like wages, *vary with the productiveness of labor.*

REVIEW QUESTIONS.

94.

What induces the owner of wealth to employ it as capital? What is profit? When is a laborer also a capitalist? Is profit certain? Prove your answer.

95.

Analyze profit.

96.

What is the tendency of the rate of profit in different trades?

97.

Name some of the qualifications of a successful capitalist.

98.

Who, if any one, is benefited besides the capitalist by the profit he realizes? Prove your answer.

99.

Are the interests of the capitalist and the laborer antagonistic or coincident? Prove your answer.

100.

What is labor's best friend, and why?

101.

How is the remuneration for the skill of the capitalist as administrator determined? With what does the average rate of interest vary, leaving risk of loss out of consideration?

CONCLUSION.

102. As the prudent merchant at stated intervals takes stock of his possessions, so let us now sum up what the preceding lessons have taught us.

103. We have learned that the success and happiness of each individual depends upon his own efforts and conduct, and that he should look upon each instance of failure on his part as a consequence of some error in judgment or conduct of his own. Happy, indeed, for him that this is so. His own conduct he will be able to control in the future, and so prevent a recurrence of like failure. Were failure or success dependent, not on one's own conduct, but upon that of others, miserable, indeed, would be the lot of man.

104. Happily, the harmonies of social life render individual success dependent on the

services rendered by the individual to society at the same time that they leave him master of his own future. Occasional, and sometimes dazzling, instances are met with of success which has seemed to violate the laws of conduct we have evolved. Occasionally we find crime meeting not merely with temporary success, but crowned with a false glory, calculated to tempt the weak and to subvert all notions of right and wrong. Occasionally, too, we find instances of heroism and virtue overwhelmed with misfortune.

But these instances of criminal success, or of good men suffering unmerited misfortune, need have no effect to weaken our confidence in the rules of conduct herein established. The causes of such success or of such misfortnne will always be easily discovered in the ignorance or lack of honesty prevailing among the people in whose midst they occur.

In our own country, when we trace the career of these vicious men, we find their successes, even the most dazzling, to be but ephemeral.

Pursuing their evil courses the more persistently for their success, sooner or later detection and punishment fall upon them; while the continual dread of detection has, of itself, been a heavy punishment from which they could never set themselves free.

105. It will now be a useful exercise to try and determine some rule or canon by which to recognize good and evil, some measure by which to determine the character of all human acts and conduct. Such a rule can readily be determined by a reference to what has been already learned.

106. Why did we find it to be a good thing that men should be honest and truthful? Why industrious, saving, skillful, sober, obliging, and well-mannered? It was because these qualities were found to promote the happiness of all, and particularly of the individual practicing these virtues.

For the opposite reason, we learned it would be evil for men to be idle, to lie, to steal, to cheat, to use false weights and measures, to violate engagements, to live beyond one's means, or even up to them.

107. We found it to be good conduct to sell one's labor, and having sold it, to render it as productive as possible to the purchaser. Good, also, to purchase labor, and having purchased it, to direct it to the best advantage, and punctually to pay the price of its hire. We found it to be good conduct to administer capital successfully, to provide good teaching and training for the young, and exceedingly bad conduct to neglect to make such provision.

108. So far as we are able to judge from the accounts given us in books of history, the condition of the world into which the children of to-day have been born is far to be preferred to what that condition was five hundred, two hundred, or even fifty years ago.

The buildings, roads, docks, canals, harbors, ships, and telegraphs, which minister so wonderfully to our comforts, are the results of a large prevalence of the conduct we have called good. By like conduct, these and additional comforts will be preserved and secured for future enjoyment; while bad conduct injures and de-

stroys what exists, and hinders the production of more.

109. We can now see clearly the rule or canon by which to determine the character of conduct, and what is good and evil. *That is* GOOD *which on a balance of all its consequences tends to promote human happiness; and that is* EVIL *which on a like consideration is found to tend to diminish it;* and the goodness or badness of conduct must be tested by its tendency to produce consequences favorable or unfavorable to human happiness.

REVIEW QUESTIONS.

103.

What are the lessons chiefly taught in the foregoing pages? On what do success and happiness or failure and discomfort mainly depend? Is it well or not that such should be the case, and why?

104.

What should we think of cases in which success seems to violate the laws of conduct we have evolved?

105.

Why did we agree that it was a good thing to be honest? Truthful? Industrious? Saving? Skillful? Sober? Obliging? And why is it bad to be the reverse of these?

107.

What is exceedingly bad conduct on the part of elders to the young?

108.

Have we any means of comparing the condition of children to-day with that of children in past times? What are those means? and what do they teach us? Of what kind of conduct are the buildings, roads, docks, canals, and the like, now in existence, the results?

109.

Give a rule for determining the character of conduct.

BANCROFT'S READERS.

The entire set beautifully bound in the best quality of book cloth.

	Wholesale.	Retail.
BANCROFT'S FIRST READER,	**$0.18**	**$0.25**
BANCROFT'S SECOND READER,	**.32**	**.40**
BANCROFT'S THIRD READER,	**.45**	**.55**
BANCROFT'S FOURTH READER,	**.55**	**.65**
BANCROFT'S FIFTH READER,	**.75**	**.90**

	Wholesale.	Retail.
Pacific Coast Speller,	$0.20	$0.25
Swett's School Elocution,	1.10	1.50
Childs's Book-keeping,	.75	1.00
Rattan's California Flora,	1.00	1.25
Stone's Essentials of Arithmetic,	.50	.60
Pure English,	**1.00**	**1.25**
Clarke's Algebra--Shorter Course,	1.20	1.50
Clarke's Algebra University Edition,	1.50	2.00
Hopkin's Manual of American Ideas,	1.50	1.25
Requa's Copy-Books, 12 numbers, 1, 2, and 3,	.07	.10
Requa's Copy-Books, 12 numbers, 4, 5, and 6,	.08	.10
Requa's Copy-Books, 12 numbers, 7, 8, 9, 10, 11, and 12,	.10	.15
Silver Carols,	**.40**	**.50**

ILLUSTRATIVE CHARTS, ETC.

	Retail.
Finch's Arithmetical Charts,	$ 7.00
Montgomery's Revolving Chart,	20.00
Bancroft's Topical Teaching Charts (3 in set) and Manual,	10.00
Bancroft's Pictorial Chart,	3.50

HARPER & BROTHERS' POPULAR LIST.

	Wholesale.	Retail.
Harper's Introductory Geography,	$0.55	$0.75
Harper's School Geography,	1.10	1 40
Swinton's Language Primer, (for Common and Grammar Schools,)	.28	.35
Swinton's Language Lessons, (for Common and Grammar Schools,)	.38	.45
Swinton's English Grammar and Composition, (for High Schools,)	.76	.95
Dalton's Physiology,	.80	1.10
Swinton's English Literature,	1.50	2.00

JONES BROTHERS' PUBLICATIONS.

	Wholesale.	Retail.
Milne's First Lessons,	$0.24	$0.30
Milne's Elementary Arithmetic,	.40	.50
Milne's Practical Arithmetic,	.56	.70
Milne's Algebra,	.80	1.00
Ridpath's History of the United States,	.80	1.00
Forbriger's Drawing Tablets, No. 1,	.12	.15
Forbriger's Drawing Tablets, Nos. 2 and 3,	.16	.20
Forbriger's Drawing Tablets, Nos. 5, 6 and 7,	.24	.30
Smith's Music Reader,	.40	.50

A. L. BANCROFT & CO., AGENTS,
721 MARKET STREET,
SAN FRANCISCO, CAL

f 46

WALTER TERRY.

170.21
L 577

7831

AUTHOR LEVERSON, M.

TITLE Primer of Morals

DATE LOANED	BORROWER'S NAME	ROOM NUMBER

7831